DOCUMENT RESUME

ED 167 288 : **PS 010 443**

TITLE	Texas A & I University Child Development Associate Training Materials: Book E. Competency E: Coordinating Home and Center Child-Rearing Practices and Expectations.
INSTITUTION	Texas A and I Univ., Kingsville.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.
PUB DATE	[78]
NOTE	31p.; Filmed from best available copy; For related documents, see PS 010 438-442, and PS 010 444
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Biculturalism; *Bilingual Education; Bilingual Teachers; Child Care Workers; Child Rearing; Early Childhood Education; Mexican Americans; Migrant Child Education; Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *Performance Based Teacher Education; Postsecondary Education; *Preschool Teachers; Spanish Americans; Spanish Speaking; Training
IDENTIFIERS	*CDA; *CDA Competency 5; Child Development Associate; Texas (South)

ABSTRACT

This volume, the sixth in a series of seven, contains the learning module which focuses on the fifth Child Development Associate (CDA) competency, coordinating home and center childrearing practices and expectations, in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The module in this volume, focusing on the functional area of home-center coordination, includes (1) an explanation of how to complete the module; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BB)

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TEXAS A&I UNIVERSITY
CHILD DEVELOPMENT ASSOCIATE
TRAINING MATERIALS

BOOK
E

COMPETENCY E: COORDINATING HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

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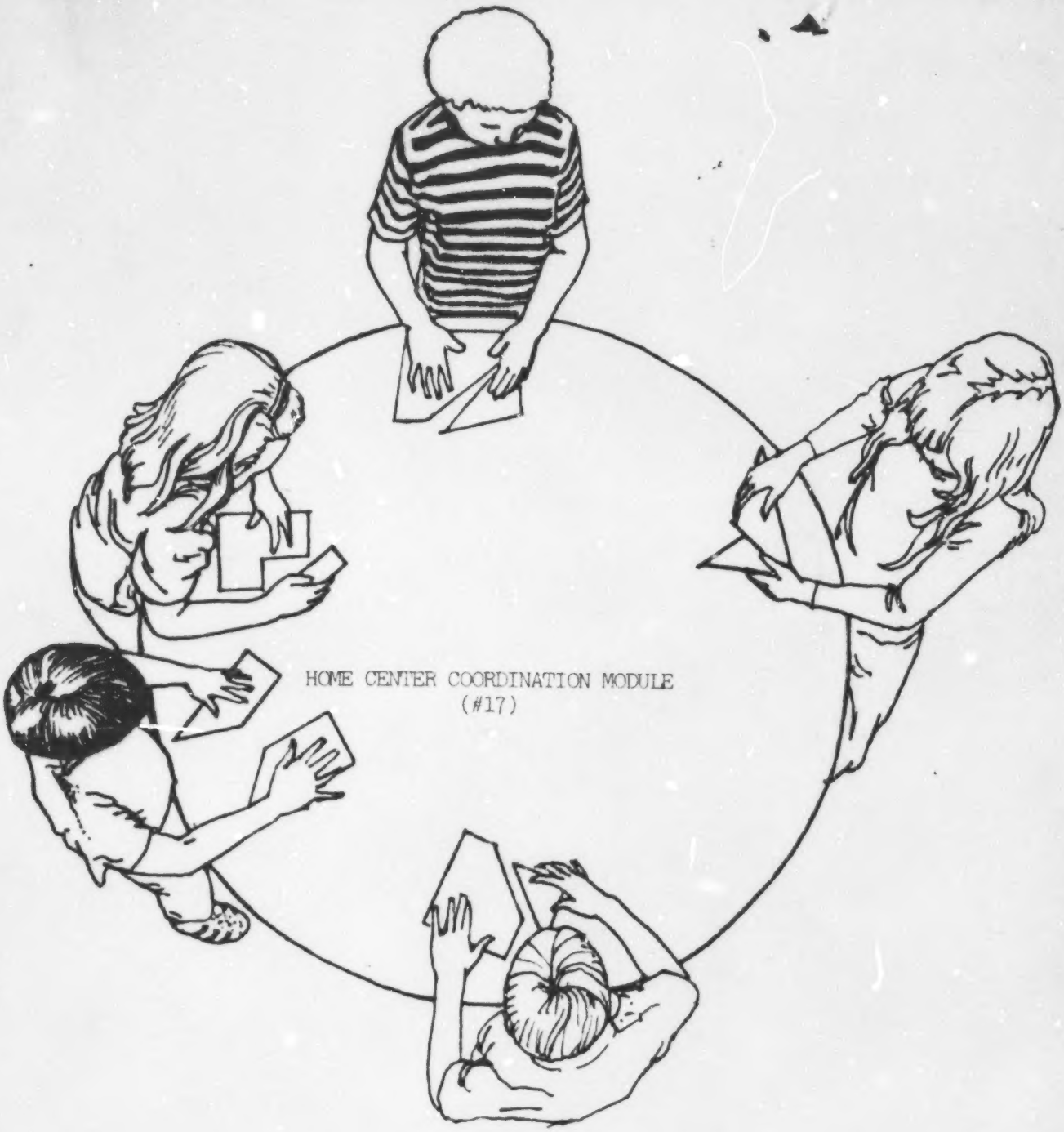

HOME CENTER COORDINATION MODULE
(#17)

TEXAS A&I UNIVERSITY

KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(HOME-CENTER COORDINATION)

Definition: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

This functional area and module focuses on the ability to support, encourage and provide opportunities for parents to get involved in center activities; to be sensitive to and knowledgeable about cultural/ethnic background of the children and their families; to use this knowledge of cultural differences in the planning of the total program; and to provide opportunities to exchange information about the children's progress and special needs with their parents.

1. The Candidate will demonstrate the ability to communicate with the parents and the children.
2. The Candidate will demonstrate the ability to provide culturally and linguistically relevant curriculum which the child can take home to the parent to reinforce classroom practices.
3. The Candidate will establish and promote productive relationships with parents, so as to increase the center's ability to assist parents in meeting their child-rearing responsibilities in such areas as health, nutrition, and medical practices and child growth and development.
4. The Candidate will provide opportunities for parents to share their skills and talents in the classroom as one method of incorporating relevant cultural experiences into the curriculum.
5. The Candidate will demonstrate that he or she encourages participation in parent-advisory groups at the center.
6. The Candidate will demonstrate that he or she makes periodic contact with parents through home visits, informal notes, telephone calls and individual conferences.

HOME-CENTER COORDINATION
PRE-ASSESSMENT

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. Teacher is familiar with Parental Involvement Written Plan.				
2. Teacher is familiar with performance standards of the parental involvement component.				
3. Teacher is familiar with parental involvement goals.				
4. Teacher attends the Head Start Center Committee meetings.				
5. Teacher encourages parents to attend H.S. Center Committee meetings.				
6. Teacher identifies community resources to meet the basic life support needs of the family.				
7. Teacher encourages the parents to continue their education.				
8. Teacher encourages parents to visit the classroom.				
9. Teacher encourages parents to volunteer in the classroom.				
10. Teacher provides parents with information as to how the child is progressing at school.				
11. The teacher provides training for the parent as to how to present activities at home with the child.				
12. The teacher makes home visits to the parents.				
13. The teacher communicates with the parents on a regular basis.				
14. The teacher is familiar with the child-rearing practices of the parents.				
15. Parents help the teacher develop activities.				

MODULE

LEARNING ACTIVITIES

LEARNING ACTIVITIES

Competency: Bring about optimal coordination of Home and Center Child-Rearing Practices and Expectations

Functional Areas: Home-Center

Module: Home-Center Coordination (Module # 17)

Skill: Identification

Activity # 1

The trainee will read the Home-Center Module of the CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

The trainee will view the film corresponding to the Home-Center Coordination Module.

CYCLE I

Diagnostic

Activity # 1

Review the children's family records and list those parents in your classroom who have not been visited by the teacher or teacher aide.

Prescriptive

Activity # 2

After reviewing and listing the parents who have not been visited (Diagnostic #1), call each parent and set up a visitation date. Before going to the child's home, complete the following checklist:

Preparation Checklist

1) List the names, addresses and phone numbers of parents and children. You should compile an index file of this information. During the year, update the file with parent involvement reports, parent education reports, and any other helpful information.

2) Notify parents that you would like to visit their home. You may telephone, or send a note through the mail or with the child. Make sure that the note is both in Spanish and English.

3) Inform parents why you are planning the visit. Too often parents associate it with the school in negative situations - that their child is not doing well, that he disturbs the class, etc. Reassure them of your interest in their child and that you would like to know them better.

4) Sometimes parents will be too busy to talk with you even if you have an appointment with them. If that is so, set a date for another appointment and excuse yourself.

After the home visit preparation checklist has been completed, then the teacher/teacher aide should review the following suggestions which can prove to be quite helpful while at the parent's home:

a) Be as informal as possible, but avoid being casual in dress or speech.

b) Avoid filling out forms during the visit.

c) Visit with the child. Contacts between home and school are especially important to him.

d) Ask to meet other members of the family. Remember all members of the family influence each other.

e) Be complimentary. Praise the children, family pictures, pets, garden, etc., but be sincere, or else say nothing.

f) Invite the parents to visit the school. Emphasize the importance of their participation in school functions.

Home visits should be conducted throughout the school year. The needs of each child and his family will determine how often you visit their home. Note: If you are not greeted with a smiling face and show of acceptance, be patient, remember you are a stranger who wants to become a friend.

Implementation

Activity # 3

Make the home visit and fill out the following information sheet, the Home Visit Report. (see attached form on Home Visit Report)

Assessment

Activity # 4

Review the list of children in the classroom checking to see what parents have not been visited yet. Reschedule visits for those parents who were not visited.

CYCLE II

Diagnostic

Activity # 1

Review the children's family records and list those parents of children in your classroom who have not visited your classroom.

Prescriptive

Activity # 2

After reviewing and listing the parents who have not visited your classroom (Diagnostic #2), plan activity or activities that you could invite parents for the day.

Implementation

Activity # 3

Select an activity that would be of interest to several or all of the parents on your list. After that is done, take your list and call those parents. During the call, suggest several dates for the visit. Be flexible enough so that you can accommodate most of the parents. The following are some activities parents can become involved with:

a) Supervise outdoor play
b) Read a story to a small group
c) Cooking demonstration
d) Help at nap-time
e) Assist the teacher in making home visits

Assessment

Activity # 4

Return to the list of parents and determine the percentage or number that have not now visited the school and plan other activities that they would be interested in participating. Also document the percentage of numbers attending.

CYCLE III

Diagnostic

Activity # 1

Review all the children's family records and list those parents whom you believe would be interested in establishing a parent basic education class.

Prescriptive

Activity # 2

Conduct a survey to determine if there is a need and interest among the parents in your program (Diagnostic #3). The following methods can be used to conduct the survey:

a) Send a questionnaire to all parents in your program.
b) Call a general meeting of all parents for the purpose of discussing this topic.
c) Put the topic on the agenda for the next parent's meeting.
d) Have the teachers of each classroom talk to the parents of the children in their classroom.

Implementation

Activity # 3

The results of the survey, etc., will determine at what level the Parent Basic Education class will be taught or if it is to be implemented at all. If at least twenty parents show definite interest, then the class can become a reality. This is the time that you contact the local junior college or university to provide a teacher for the class, or a teacher from the high school could volunteer his/her time, or even the Department of Public Welfare might provide an instructor.

Assessment

Activity # 4

Success for the class can be measured in terms of the number of parents that attended and/or completed the course.

HOME VISIT REPORT

DATE _____

Visiting teacher/Aide _____

Address visited _____

Parent's name _____

Child's name _____

1) Purpose of visit:

_____

_____

_____

2) How did the family react?

_____

_____

_____

3) What family members were at home?

_____

_____

4) To whom did you speak?

_____

_____

5) Did you feel you were intruding?

_____

6) What problems do you feel most affected the well-being of this family?

___ Housing ___ Nutrition

___ Health ___ Clothing

___ Employment ___ Financial

7) Do you have a solution?

8) Did you accomplish your purpose?

9) Other comments?

Note: Fill out your report after you have made your home visit...

MODULE

NARRATIVE

MODULE NARRATIVE
OUTLINE
(HOME CENTER COORDINATION)

I. Establishing Parental Involvement

A. Home Visits

B. School Functions

C. Modes of Communication

II. Utilizing the Parent

A. Parent as Resource People

B. Parent School Volunteers

III. Parent Education

A. Parent Training Sessions

B. Role-Playing by Parents

C. Sample Lesson

ESTABLISHING PARENTAL INVOLVEMENT

The purpose and main focus of this functional area is to support, encourage and provide opportunities for parents to get involved in center activities, to be sensitive to and knowledgeable about the cultural/ethnic background of the children and their parents. Also to use this knowledge of cultural differences in planning of the total program, and finally to provide opportunities to exchange information about the children's progress and special needs with their parents.

A parental involvement program is a partnership arrangement among parents, child development center staff, and community people. The parental involvement program should establish the framework for planned educational activities which result in a close rapport between what is learned at the center and what is learned at home.

All parents are concerned with their children's welfare and can assume active roles in the education of their children if they:

1) Understand what the center is doing.
2) Are sympathetic with their aims.
3) Are encouraged to work constructively to improve its methods.
4) Are actively involved in their children's education activities.

So then a parent involvement program is primarily concerned with three areas: the home, the center, and the community. And the relationship among these three institutions affects the total development of the child.

Home Visits

Home visits are a must for a good parental involvement program. Nothing can replace the personal contact formula. Also teachers can best understand children's behavior if they see the conditions and environment in which the children live.

Meeting the parents, gaining their trust, and showing interest in their children will do much to influence behavior and learning at the center. Preschool teachers should visit the homes of their students before the first day of school, if possible. These initial visits will benefit the teacher, the child, and the parents. After the visit, the child will be less anxious about the first day of school. This also will show the parents that the teachers are genuinely concerned about the child's adjustment in the center.

The following steps are suggested as preparation for a home visit:

1) Compile an index file of parents names, addresses, and phone numbers.

2) Notify parents that you would like to visit their home, a phone call, or a note will do.

3) Inform parents why you are planning the visit, many parents think it's because their child has misbehaved. Reassure them of your interest in the child.

4) Ask the parents what time is convenient for them.

5) Use your common sense!

While at the home of a parent, the following suggestions can prove to be quite helpful:

1) Be as informal as possible, but avoid being too casual in dress or speech.

2) Avoid filling out forms during the visit.

3) Visit with the child. Contacts between the home and center are important.

4) Be complimentary. Praise the children, family pictures, pets, garden, etc., but be sincere, or else say nothing.

5) Comment on any educational materials that they have in the home, such as: books, magazines, radios and television.

School Functions and the Community Interest

The parental involvement program includes person-to-person conferences between parent and teacher, classroom conferences, and activities involving both small and

large groups of parents and the school. Any activity at a school where the parental involvement program is involved is a school function.

There are two types of school functions: a) the general school function which involves parents, community leaders, and representatives and the parental involvement staff - (Examples are: An orientation session to explain the parental involvement program to Parents Advisory Council, or a demonstration of a bilingual early childhood program to parents and community), and b) the individual school function held for the parents and the community by the parental involvement staff of that particular school.

The school functions can be as varied as the innovative imaginations of the parental involvement staff, but the main ideas are to attract the parents and the community to the center.

Modes of Communication

This may be done in one of several methods. Consider the following suggestions: You may telephone or send a note through the mail, or with the child. If the parents bring their children to school, you may speak to them personally to arrange a home visit. If it is impossible to notify a family before your visit, stop by at a time which will be most convenient for them, usually mid-morning or early afternoon are best for visiting. Use your common sense!

UTILIZING THE PARENT

Parent as Resource People

Parents can be some of your best resource people in the classroom. If they happen to be parents who have been part of the migrant farmworker force, then the number of experiences and different places that they have lived can be very interesting and rewarding to the children. Some of the topics that the parents could

present are: traveling in general, state visits, crops worked, places lived, friends made, other jobs, etc., and the list could go on.

As resource people, the parents can observe you and the students in a learning situation and then it would be nice if they would give you some comments on the lesson, techniques used, length, and subject matter.

The following are some of the questions the observing parents could be trying to answer about their child:

1) Does your child get along well with other children?
2) Does he/she share toys and materials with other children?
3) Does he/she play with one toy or more than others do? For how long?
4) Which children does he/she play with?
5) Does he/she listen to the teacher?
6) Does he do what the teacher asks him to do?
7) Does he solve his own problems?
8) Does he ask the teacher for help everytime he is troubled?

Parent School Volunteers

But before the parent can go and become an effective participant in the classroom, the teacher should conduct an orientation with that parent so that he/she knows the routine of the class. The teacher should also give the parent very specific instructions as to what that parent's responsibilities are for that particular period that she/he will be spending in the classroom. The following are some of the ways that parents, as volunteer aides, can participate in the classroom:
1) Most parents will want to serve lunch, 2) supervise outdoor play, 3) help put the children to sleep, 4) read a story to a small group, 5) supervise independent work, 6) take students home or to the nurse, 7) operate audio-visual equipment, 8) make home visits with the teacher, and 9) help role-playing tomorrow's lesson with the teacher.

PARENT-EDUCATION

Approach (Philosophy) in a parental involvement program offer parents who are working to be able to have an opportunity to advance themselves academically.

For those without formal schooling, a parent basic education program should have the following goals:

1) Teach adults to read and write.

2) Raise the educational level of such adults to reduce dependency on others.

3) Increase opportunities for more productive and profitable employment.

4) Better prepare migrant parents to meet their economic and social responsibilities.

For parents without any formal schooling, a bilingual program could be designed which would bring all participants to a minimum of sixth grade achievement levels in the usual academic areas of math, science, social studies, and language arts.

Parent Training Sessions

Parent education can benefit them and their young children as well, because these young children are very inquisitive. It is at this time in their young lives that parents can help and encourage them to learn about the world about them. Parents can be taught how to present ideas and activities for young children.

Education lessons for parents can be school or home program activities. Pre-school and/or Headstart Center teachers should prepare lessons in both English and Spanish. With some guidance parents can learn to present these lessons to pre-school children. Some parents may be able to present them in both languages but many may require only spanish. Teachers can have parents watch them as they present the lessons. Demonstration may be enough, from then on some parents will need only the lessons.

Role-Playing Techniques

Role-playing techniques for presenting the parent lessons are simple. The teacher should role-play the lesson using the parents as adults. She/he should then give the parent an opportunity to take his/her place and role-play the lesson.

These lessons can be a reinforcement element or review of what has been stressed at school. Teachers assuming the role of the parent and the parent the role of the child, and then reversing the procedure will do much to impress the parents with the importance of guiding their children and teaching them the essential tools of language. In this manner, parents will realize how much their children can learn.

A teacher of young migrant children must feel free to express her knowledge of how children learn and be as innovative as she wishes. She must make use of the material things the child will encounter and the activities that surround him. The following is a sample of Parent Education Lesson for pre-school children:

Sample Lesson

THE FAMILY

Purpose: To help the child review the names of different members of a family by playing a finger game which is included in Module #18 (Supplementary Activities).

Material: None

Procedure:

1) Tell your child that you are going to tell him a story and that he is going to learn it.

   Sample:

   Parent: I am going to tell you a story. Listen so you can learn how to play this game.

2) Hold up your right hand with all of your fingers extended. Tell your child that your hand is a family.

   Parent: This is a family.

3) Point to each finger and tell your child what family members each is.

   Parent: (Point to the thumb) This is the father.
   (Point to the first finger) This is the son.
   (Point to the middle finger) This is the daughter.
   (Point to the ring finger) This is the baby.
   (Clasp your hands together) I love them all!

4) Tell your child to hold up his hand. Tell him to repeat the name of each family member as you say it.

   Parent: Hold up your hand. I will tell you who each finger is and then you repeat what I said.

5) Finish the game. It will take time for your child to learn this game. You should play it with him often.

Suggestions:

1) Talk with your child about his own family.

Sample:

Parent: Name the persons in our family.

Child: Mother, Juan, Gloria, ...
(Be sure your child names himself)

Parent: Name the girls in our family.

Child: Gloria, Julia, ...

Parent: Name the boys in our family.

Child: Juan, Martin, ...

2) Ask your child if his brothers and sisters are your sons or daughters.

Parent: Is Julia my son or daughter?

Child: Daughter.

Parent: Are you my son or daughter?

Child: Son/Daughter.

Appendix I & II

HOME VISIT REPORT

Date_____

Teacher/Aide_____

Parent's Name_____

Address_____

Child's Name_____

1) Purpose of Visit:

_____

_____

_____

2) What family members were home?

_____

_____

_____

3) How did the family react?

_____

_____

_____

4) To whom did you speak?

_____

_____

_____

5) Did you feel you were intruding?

_____

_____

_____

6) What problems do you feel most affect the well-being of the family?

a) housing ____
b) health ____
c) employment ____
d) nutrition ____
e) clothing ____
f) financial ____
g) others ____

7) Do you have a solution?

_____

_____

_____

8) Did you accomplish your purpose?

_____

_____

_____

9) Other comments?

_____

_____

_____

_____

VOLUNTEERS

IN

EDUCATION

Certificate of Appreciation

Awarded to _____

for valued services as a Volunteer.

_____
Principal of School

_____
Classroom Teacher

Grade ____

FILMSTRIP NARRATIVE
HOME CENTER COORDINATION
MODULE #17

VISUALS	NARRATIVE
1. Focus Frame	
2. Texas A&I Frame	Texas A&I University, Child Development Associate Training Materials presents
3. Title Frame	Home-Center Coordination Module #17
4. Teacher	Many teachers are unsure as to the manner in which the center and the home can work more closely together.
5. Children in center	The purpose of this module is to clarify any questions and to outline the role of the center in the home and in the community.
6. Child	Home visits are an important function for better understanding of the child. Home visits provide opportunities for the teacher to know the WHOLE child.
7. Teacher	The teacher can observe the home situation and may be able to offer assistance to the home if needed.
8. Parents	Through home visits the teacher will also develop better communications between the family and the school.
9. Home	Several home visits should be planned throughout the school year. It is especially important that a home visit be planned at the beginning of the year to become acquainted with parents and invite them to visit the school. Other home visits can be to report on the child's progress.
10. Parents and teachers	An effort on the part of the center is also needed to promote parental involvement. This effort can take the form of classroom conferences, and
11. School activity	planned school activities
12. School activity	which which actively involve parents.
13. Home	The manner in which communication is made with the parents is also important. Personal contact by inviting the parents to the school or making home visits is recommended.
14. Teacher on phone	If parents cannot be reached through a home visit then a phone call or letter is the next best thing.
15. Parent helping	When parents do agree to come and help in the classroom consider the parent's abilities and skills. Do have something planned for them to do.

16.	Parent observing	If parents come only as observers you might have a checklist of what type of behaviors to look for in their child.
17.	Teacher	Some teachers often feel tense at having a parent volunteer. Much of this is due to uncertainty as to just what activitie a parent can actually do.
18.	Parent/children	Parents can perform a variety of helpful tasks such as supervising children during outdoor play,
19.	Teacher reading to children	reading stories or telling folktales,
20.	Teacher making materials	helping to make materials for the teacher.
21.	Parents on field trip	The number of ways in which a parent can help are many. Parents when used effectively can be a constant enrichment to your classroom.
22.	Teacher/parent meeting	Parents are a major influence on their children. It is important to provide parents with basic information concerning the child's development and any other special needs you may have noticed in the child.
23.	Parents and teachers	This can be accomplished by providing training sessions,
24.	Teachers meeting	and developing teaching packets to be used at home. Packets can contain poems, songs, stories, problems, and many other materials to help the child.
25.	Parent's meeting	parents are an integral part of the Head Start Center.
26.	Parent helping with children	If used properly, parents can be a great asset toward the success of a Head Start Center.

HOME-CENTER COORDINATION
rPOST-ASSESSMENT

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. Teacher is familiar with Parental Involvement Written Plan.				
2. Teacher is familiar with performance standards of the parental involvement component.				
3. Teacher is familiar with parental involvement goals.				
4. Teacher attends the Headstart Center Committee meetings.				
5. Teacher encourages parents to attend Headstart Center Committee meetings.				
6. Teacher identifies community resources to meet the basic life support needs of the family.				
7. Teacher encourages parents to continue their education.				
8. Teacher encourages parents to visit the classroom.				
9. Teacher encourages parents to volunteer in the classroom.				
10. Teacher provides parents with information as to how the child is progressing at school.				
11. Teacher provides training for the parent as to how to present activities at home with the child.				
12. The teacher makes home visits to the parents.				
13. The teacher communicates with the parents on a regular basis.				
14. The teacher is familiar with the child-rearing practices of the parents.				
15. Parents help the teacher develop activities.				